schools or classes of schools in the State; and through this agency the whole educational influence of North-Carolina could be pledged to sustain, when worthy, home publications in preference to any other, whatever might be the difference in price or mechanical execution.

This moral power was a sufficient embargo on the introduction of foreign books.

We had a system of Common Schools, educating between one and two hundred thousand children: if this beneficent system were sustained, its patronage was infinitely more to be desired than any Legislative bounties.

As to the merits of each work, these could never be fairly tested until the books were brought before the public; and as we had a great market from which foreign competition was practically excluded, all of our own people who felt able to write, ought to be willing to risk the cost of publication.

At first I was a good deal embarrassed as to the course proper to be pursued by the General Superintendent of Common Schools towards each book, after its publication; but after careful consideration, I adopted the plan of not recommending any home series of works for exclusive use, but of endorsing all that I deemed worthy of public confidence and patronage. To pursue a different plan at present, might prevent the appearance of new books and retard improvement, or it might subject authors and publishers to much expense and trouble in bringing their works to the attention of the public.

My endorsement of a book, as Superintendent of Common Schools, simply brings it to the notice of all our school authorities, and warrants them in introducing it without fear into the Common Schools—while the recommendation not being special and exclusive, is not in the way of rival claimants of public favor. It is much to be desired that a uniform series of books could be used in our Common Schools; but in the present condition of the country, and in the infancy of our publishing enterprise, this important end must yield for the present to one of still greater moment.